

# Kindergarten Unit #1: English Language Arts (Old)

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **September/October**  
Status: **Published**

## **Established Goals/Standards**

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- Does my writing and my speaking make sense?
- How are words built?
- How can we communicate our ideas and show a purpose through writing?
- How do we use comprehension strategies to understand what we read?
- How do we use our knowledge of letters and sounds to read words?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- By knowing the structure of words and sentences we find meaning.
- Language is the way we communicate with each other and share ideas.
- Reading is a lifetime skill that enhances learning and enjoyment.
- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.
- Using a writing process helps us communicate our ideas, describe an experience, and inform an audience.

## Content

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Reading:

Students will be exposed to different literary genres including: fantasy, nursery rhymes, folktales, fables, poetry, fiction and non-fiction

Students will learn (listen to/enjoy) a variety of books, poems, chants, songs

Students will be able to:

- identify cover, title, author, illustrator of books
- participate in shared literature discussions
- identify characters and setting
- use prior knowledge
- make predictions
- picture walk
- generate questions
- recall information
- use picture cues as reading strategies
- recognize high frequency words

Phonics/Phonemic Awareness:

Student will be able to:

- learn upper case and lower case letter names and corresponding sounds
- track print
- know a word is a unit of meaning
- recognize that words are made up of a series of sounds
- match words with same beginning
- take apart one and two syllable words.

Writing:

Student will be able to:

- differentiate between a letter, word and a sentence
- match writing to a picture
- write from left-right and top-bottom
- begin to produce and write beginning sounds of a word
- contribute to morning message
- contribute to shared writing experiences
- write first name
- write questions
- develop oral vocabulary
- begin to ask clarifying questions 5W's
- respond to questions and clues
- follow directions

## **Resources**

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Please add your Resources by clicking on the Lists tab above.

- Active board
- Activity books
- audio materials
- big book of explorations
- brain pop
- document camera
- guided reading leveled books
- high frequency word cards
- journals
- Lakeshore interactive computer games
- learning centers
- Listening station letter work

- pocket charts
- Practice workbooks
- read aloud books
- sound boxes
- spelling city
- Treasure's Text
- word tree
- Workstation flipcharts

## **Assessment**

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- Aims Web
- F and P Assessment